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ABSTRACT

The problems and rewards of conducting contemporary historical research are related in the light of the author's experiences in preparing an Ed.D. dissertation analyzing Malcolm S. Knowles' contributions to and influence on the field of adult education. Given its contemporaneous nature, the author terms the study accurate but inconclusive. The major portion of the dissertation was based on data available in documents by or about Knowles, but an "opinionnaire" schedule (an adaptation of the Applied Behavioral Science Interview schedule), loosely constructed and open-ended, was sent to 150 former colleagues and students of Knowles. The problems raised by this form of research are discussed by the author. Three areas of findings about Knowles (his pioneering, his methodologically organic view, and his social science research base) are considered in some detail. Seven values of this kind of research into contemporary history are briefly listed. The "opinionnaire" and George Aker's "Twenty-Three Essential Behaviors of Adult Educators" are appended. (AJ)

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# CONTEMPORARY HISTORICAL RESEARCH IN ADULT EDUCATION

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# CONTEMPORARY HISTORICAL RESEARCH IN ADULT EDUCATION*

## INTRODUCTION

Leaders are crucial components for development in disciplines and fields of social practice, such as adult education. To be sure, there are other components, such as marketing condition, societal needs, and cogency of the response to those needs, to name only three, which help determine the growth of a movement. However, these other components were not discussed within the scope of this study. Nor was the focal point of this study the controversy over whether it is a "leader" per se, or anyone performing a leadership function at a critical time, which really "turns the trick" of helping a movement forge ahead.

Furthermore, general historical adult education research, however interesting and important, was not the focus of this study. The scope was limited to (a) a contemporary historical research design that was developed, tested and used to study one adult education leader, Malcolm S. Knowles, as the subject of this author's doctoral research at Boston University; and, (b) the implications of that research design for the

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*Based on the author's unpublished Ed. D. dissertation (Boston University, 1973) by the title, Malcolm S. Knowles: His Contributions to the Theory and Practice of Adult Education. The author is Continuing Education Specialist, a faculty position at the University of Missouri, University Extension. This paper was presented at the Adult Education Research Conference, Chicago, April 19, 1974.

growth of the field of adult education.

RATIONALE

Many professors and practitioners have helped adult education grow as a field of social practice and make a contribution to the well-being of mankind. The first graduate courses in adult education were offered in 1929, at Columbia University. By 1974 the number of programs surpassed the thirty accounted for in 1971. (9) The history of how adult education has sought and seeks to improve its contribution to the well-being of mankind has been documented elsewhere. (4, 6, 11, 13)

In the interest of professional objectivity, written history of these kinds of efforts by leaders in any movement has traditionally been reserved to the technical historian who works entirely with documents describing events with which he has not had any prior personal association and people who have long since passed off the scene. However, contemporary history, meaning historical accounts written by persons alive in the time in which the events take place and about persons who are still alive, offers some added dimensions, not the least of which is "the felt texture of events" as they are happening. Despite the limitations, it is asserted here that these data, ordinarily excluded from historical records, could aid in the understanding of the complex phenomena of the growth and development of adult education.

Knowles (10) has suggested that the sequential research needs in the field of adult education can be considered as a genetic process which proceeds as if by natural law according to an organically-determined sequence of phases of development. Relevant research during various

phases would include case studies which deepen understanding of the dynamics of the technology, historical studies which provide the respectability of accumulated experience, and biographical studies which cast the aura of illustrious figures on the field. This study has some part of each.

Walton (14) counts at least six relative advantages offered by the case study: (a) Inductive development of new theory usable for the affairs of mankind; (b) keeping existing theory and technology open to change or refinement; (c) understanding the processes ("throughput," that middle state between "input" and "output") which mediate interventions and outcomes; (d) semi-experientially based educational strategy, anchoring learning to concrete experiences; (e) avoidance of depersonalization of change science and technology, including sensitive descriptive material about particular human beings who were central to the change process; and (f) a basis for judging applicability of technique. The research process and its development suggested in this paper can in some sense be called case study, historical as well as biographical.

PURPOSE OF THE STUDY

The purpose of the study was: to identify the contributions in theory and practice Malcolm S. Knowles has made to the emerging field of adult education; to ascertain what events and influences shaped him as an adult educator; to learn what beliefs he embraced which informed and helped shape his theory and practice as an adult educator; to determine what he thought to be the most pressing needs of adult education and how he considered those needs could best be met; to observe the technologies and strategies of change he has developed; to understand the application

of his educational beliefs and strategies within the variety of institutions with which he was affiliated; and to gain an assessment of his contributions to the field of adult education as perceived by current and former colleagues and students.

It is obvious that, by definition, a study of this nature on any living person could only be preliminary and incomplete, since the person studied was continuing to be involved in the adult education movement.

Two reasons Knowles was chosen for study were based on the author's interest in the subject and accessibility of information. In addition, it was felt that the subject is one of the more prominent and visible professionals in the field of adult education. Here is a man who has occupied a rather singular position in the adult education field; Malcolm S. Knowles received adult education's coveted Delbert Clark Award in 1967, and the citation that accompanied the award read,

> A creative and inventive leader, teacher, and administrator, Dr. Knowles is one of the unusual professors whose national and international reputation is based not only upon the importance of his ideas and concepts, but also upon the model of his behavior...; (2)

He built the foundation of the Chicago Central YMCA adult education program which has become a prototype model in the United States; he was the first executive director of the Adult Education Association; he was the first man appointed to the new position, with the title of Associate Professor of Education and General Consultant in Adult Education, created at Boston University; he was the first man to write a history of adult education as a movement in the United States; and he borrowed from European colleagues the term andragogy and introduced its usage into the

United States, although the theory and technology he is infusing into the word are largely his own and new. (7)

As such, Malcolm S. Knowles' work in education began some years ago and his influence continues to grow. He is a man whose judgment and consultation is being increasingly sought and respected in and out of this nation. He is a man who is continuing to change, develop and grow with the times.

Malcolm S. Knowles is a man who is alive, and served as an "information resource"* for this study. The study of his interaction with various educational movements gives further dimension and meaning to this research: the opportunity of experiences in the education of the day as he sees it; increased awareness of the possibilities of education endeavors in observing the work of one who excels in his area; his assistance in more accurately viewing his influence upon the public to whom he looks for support.

It is suggested that the field of adult education may be benefited if such studies are undertaken on other contemporary adult educators. The specific valid reasons for studying them because of their contributions would obviously be different from those for studying Knowles. Those names would at least include: Cyril Houle, Paul Sheats, J. Roby Kidd,

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*Note: Malcolm S. Knowles is the major professor in adult education at Boston University--the institution where the author wrote his dissertation as partial fulfillment for the Doctor of Education degree. As major professor, Knowles would have been the first reader on the author's dissertation committee. However, when permission was granted to develop this study, Knowles chose to remove himself from the author's dissertation committee and be an "information resource" during the study.

Howard McClusky, Paul Bergevin, Coolie Verner, Alan Knox and John McKinley.

## THE RESEARCH DESIGN

Historical research by its nature has problems of validity. Except for occasional traces, most past events, distant or immediate, have perished or have never become a part of recorded history. A moment's reflection by Gottschalk is sufficient to establish that fact.

> How much, for example, of what you do, say, or think is ever observed by anyone (including yourself)? Multiply your unobserved actions, thoughts, words and physiological processes by 2,000,000,000 and you will get a rough estimate of the amount of unobserved happenings that go on in the world all the time. And only part of what was observed in the past was remembered by those who observed it; and only part of what was remembered was recorded; only part of what was recorded has survived; only part of what has survived has come to the historians' attention; only part of what has come to their attention is credible; only part of what is credible has been grasped; only part of what has been grasped can be expounded or narrated by the historian. (3)

A quick count will reveal eight transition points between the actual event and the historian's narration of that event. At any or all of these transition points the facts of history are subject to human selection, distortion or literally becoming lost. Nevertheless, historical research is undertaken and is valid despite those weaknesses. The alternative is to not do historical research. This would, in fact, accomplish less than scrupulous efforts for historical authenticity.

Beyond the narration of historical events this particular research presented another problem. This research applied the discipline of adult education, (at least in part) as it has emerged to date, to the recording and preliminary analysis of contemporary phenomena. Specifically, the subject of this study is Malcolm S. Knowles' contributions to

and influence upon the field of adult education to date. Consequently, regarding the assessment of a contemporary's contributions to a field of study, one of the important criterion for proof of an influence may have been missing.

Gottschalk suggests considerations which may convincingly establish that one historical person, thing or event (or groups thereof) had an influence upon another. They are:

> (1) If A had an influence upon B, A must have been antecedent to or concurrent with B....(2) Similarity to A in thought or behavior on the part of B may also indicate influence, but is not sufficient in itself to do so....(3) Acknowledgment by B of A's influence may also be helpful in establishing it, but influences may operate effectively though unsuspected and therefore unacknowledged....(4) Since all of these tests except that of time are inconclusive and time is conclusive only where an anachronism in cause-and-effect sequence can be established, the best proof that B was influence by A, where any evidence to that effect raises the probability, is to try to eliminate the other apparent causes of B's thought or action. Usually it will be found that other factors cannot be eliminated entirely. Hence, influence with rare exceptions is best conceived of as part of a complicated and not easily separable puzzle. (3)

At this point in time the fourth criterion regarding this research was very minimally fulfilled. Those areas where all four criteria had been met, could be proven otherwise with the amassing of further evidence, the mere passage of time, or the changing definition of the field of adult education. This study at best, given its contemporaneous nature, was inconclusive, even though accurate in reporting the data. The first three criteria of Gottschalk were fulfilled and reported in the assessment of Knowles' influence by others. The fourth criterion had not had the advantage of sufficient time elapsing to be fulfilled.

Arthur Schlesinger, Jr. suggests: "The traditional argument for the inferiority of contemporary history, and especially eyewitness history, thus rests on alleged deficiencies in both the collection and interpretation of historical facts." He argues that contemporary or eyewitness history has its distinctive merits and needs to be accepted for what it is. To illustrate: By writing A Thousand Days the year after President Kennedy's death, Schlesinger was able to suggest something about the mood and relationships of the Kennedy years which no future historian could ever get on the basis of the documents--indeed, which he could not have reproduced, with the fading of memory, the knowledge of consequences, and the introduction of new preoccupations and perspectives, had he tried to write the book twenty years later. There is room for this kind of history, with its emphasis on preserving the "felt texture of events" while recognizing the role of such elements as "confusion, ignorance, chance and sheer stupidity." This is not to suggest that contemporary or eyewitness history replace the kind of history written by the historian who works entirely with documents describing events with which he has not had any prior personal association. (13)

As a basis for the chapter, 'The Shaping of An Adult Educator," the beginning step was to interview Knowles, using the Applied Behavioral Science Interview Schedule located in Appendix A of this paper. This proved advantageous in providing information that otherwise would have taken much time to obtain, if it would have been available at all. Knowles indicated what and who had influenced him and his thinking. The sources he suggested were then investigated to find the ideas he said

influenced him. It was not the total thinking of any individual but selected ideas of many people that shaped his thinking. Therefore, the choice was based on obvious statements from these influence sources.

Where no documents were available to substantiate Knowles' statements of facts as he remembered them, friends, family and professional associates were consulted to check factual accuracy.

Interviews with persons who are acquainted with Knowles personally and/or professionally were conducted. In addition to interviews, the writings listed below were used to gain the data necessary to form the chapter "Field Building by a Pioneer in Adult Education." The data needed to answer the questions were available to the researcher through the following means:

I. Types of Sources

1. Published writings by Malcolm S. Knowles written by himself and in collaboration with others.
2. Published writings about Malcolm S. Knowles.
3. As many unpublished sources as possible of Malcolm S. Knowles, Adult Education Association, Commission of Professors of Adult Education.
4. Personal interviews (structured and unstructured, taped and otherwise).
5. Other relevant bibliography.

II. Location of Sources

1. Malcolm S. Knowles' personal library and archives which he made available to the researcher.
2. Malcolm S. Knowles' knowledge and memory of the past. He consented to be a prime "information resource" for the study.

3. Suggestions from Malcolm S. Knowles and others as to who the researcher might interview to gain the information desired.
4. Adult Education Association Files.
5. Commission of the Professors of Adult Education Files.
6. Any other places and sources the search indicated.
7. Boston University Library.
8. The researcher's personal library.

The AEA file, and Commission of the Professors of Adult Education file materials were limited to that which was available in Malcolm S. Knowles personal archives. The AEA and Professors files were, at the time this research was in progress, being moved from AEA office, Washington, D.C. to the Library of Continuing Education at Syracuse University, New York. The material was also not catalogued at the time. The limitation of time and resources and the situation in transition precluded the full use of those AEA and Professors of Adult Education files. However, it is doubtful that this lessened the accuracy of the data since the files available to the writer were quite complete, at least for the years Knowles was Executive Director of AEA.

The sources and means of gathering the data for the chapter "Assessment of Malcolm S. Knowles by Contemporaries" were quite complex. It is recognized that being a contemporary study, the personal and interpersonal factors would weigh heavily in Knowles' influence to date. In fact, it has been suggested that being a ruggedly masculine personality, Knowles goes a long way in putting across his philosophy and practice which at times almost seems dogmatic even though he may not intend it so.

Consequently, it is forwarded that to separate Knowles the theory field builder, from the person, at this point, is impossible.

In addition, it must be remembered that Knowles sees his own field building activities as his "swirling around in the whirlpools with everyone else" as contrasted with "looking down on the field and analyzing what is happening."

In their benchmark study on Personal Influence, Katz and Lazarsfeld discovered that influence on consumer beliefs and preferences does not result from direct exposure of the individual to relevant information and advertising, but rather from exposure to "opinion leaders" in the community. Or in their own words,

> Leadership, then, is not simply a matter of being more interested than others; it is a matter of being interested when others are interested, too...it seems reasonable to infer that the flow of influence is not so much directed from highly interested people to people who are not interested at all, but from interested people to people of equal, or perhaps very slightly lower, interest. Shared interest, in short, appears to be a channel through which communications flow. (5)

If these phenomena are indeed general, it argues that an adult education leader may not influence any disinterested or low interested person to go into the field. However, his sphere of influence would be upon those who shared interests, opinions and attitudes in adult education at the same time of those interested in the field of adult education. This influence would mainly take place hand in hand within the interpersonal relationships of the people concerned.

In the initial proposal of this research, it was determined that a part of the data gathering would be accomplished by developing and

using an adaptation of the Applied Behavioral Science Interview schedule included in Appendix A.* Since much of Knowles' influence on the field thus far had been inseparably connected with his personal influence, the schedule adaptation included the bias of personal influence.

It is recognized that the emphasis of assessment by others could have taken the bias purely of change strategy and sought to de-emphasize the personal equation. However, this was rejected because the person figures high in contemporary study as contrasted with a study, conducted a generation after the subject's death, which would seek to inquire as to what remained after the person was gone.

A potential advantage of case study research (this may be considered a variation on the case study) Walton suggests is also:

> ...that the role of personal styles (preferences, strengths, weaknesses and biases) of the actors in a system of planned change can be appreciated, even if the role of these factors does not appear sufficiently systematic to generalize and incorporate in a theory of intervention. (14)

The personal influence bias was chosen because Knowles sees himself as very much personally involved in the field developmental processes in contrast to having stood off from the field and studying what is happening, (8) much like the Tavistock Institute's change agent as role model. (1)

Further, the adapted "opinionaire" schedule that was developed used a somewhat retrospective approach. It was still felt to be worthy,

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*Note: The adaptation of that schedule is included in Appendix B. It was a loosely constructed opinionaire and no firm categories were made in which to interpret the data. Akers twenty-three behaviors were among those decided upon to be used. This list is included in Appendix C.

assuming the problems of factual and events recall. It was determined that as many adult educators as possible would be contacted and interviewed.

Since this research was not considered to be statistical in nature there were not the usual problems present that are connected with random selection of respondents. An August, 1969, membership name and address list of the Adult Education Association's Commission of the Professors of Adult Education was obtained. In addition to the Commission of the Professors membership, the writer's committee suggested names of people associated with Knowles in AEA when he was administrator, who never were or are no longer in the adult education field. A list of former and current students of Knowles was also obtained. This list included some who had and some who had not finished degree programs with Knowles at Boston University. Finally, some of Knowles' current colleagues at Boston University were listed.

The compiled list of possible people to be contacted ranged near 150. From the total, a number were chosen for personal taped interviews who had worked closely* with Knowles and were considered the most likely to be able to give a candid assessment of Knowles based on their close professional contact with him.

As contacts were initiated problems began to arise. The issue of current addresses eliminated some names. Old addresses were known but for some no forwarding address was available to the writer. Numerous

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*Note: There were those who were unfavorable as well as favorable to his views of adult education.

telephone calls were made to establish possible times of appointment for an interview. Some few appointments were made this way. However, many persons were not in their office at the time of the initial call. A message was given to each respective secretary requesting a return telephone call. None of the persons who were requested, returned a telephone call. The reason could have been that the writer was not known to the parties being called, or for some other unexplained reason. Second, third and fourth telephone calls were made but with the same response. It became obvious that the time consumed, even if increased, could be fruitless.

Another possible approach to be made could have been to make a personal journey to the office of those with whom an interview was desired and request the interview in person. This idea was abandoned because of the risk of the person not being there on that day or the possibility of audience not being granted. The expense and time involved in this approach would have been prohibitive, considering the resources available to the writer.

The decision was then made to interview personally the few persons who had been contacted and responded. Then, the loosely constructed, openended "opinionaire" was developed which was an adaptation of the Applied Behavioral Science Interview schedule. It was decided to send the "opinionaire" to all those on the above mentioned name and address lists, except those with whom interviews were obtained. A cover letter was written and sent with the "opinionaire" to 150 people. The first three pages of the "opinionaire" were sent to everyone. The fourth

page was alternately included in the letter as follows:

(a) Page 4a of the "opinionaire" was included and sent to professional colleagues of Knowles.

(b) Page 4b of the "opinionaire" was included and sent to former and current students of Knowles.

Problems of negative response and questioning the validity of the study arose when the "opinionaires" were sent through the mail. It was the intention of the writer, as stated in the initial proposal and first chapter of the research, that the major portion of the dissertation would be based on data available in documents, published and unpublished, by, about and concerning activities in which Knowles was involved. Conversely, it was intended that the data gained through personal interview and "opinionaire" from Knowles or others about Knowles would be secondary and not the only data upon which the research was based. However, it is recognized that the cover letter sent to the 150 people could have conveyed that the "opinionaire" data was the only data upon which the research was to be based. This could account for some of the problems incurred. The "opinionaire" with page 4a on organizations was sent to ninety people and with page 4b on students was sent to sixty people. There was a total of eighty returns.

The data received can be placed in three categories: (a) Negative and positive comments received regarding the study itself and the writer's procedure; (b) Non-behavioral, factual data--responses relative to individual professional background of the respondents, their perceived differences and likeness between Malcolm S. Knowles and themselves regarding educational philosophy and practice, and their perception of organizational changes

occurring as a result of Knowles' intervention as a change agent; and (c) Behavioral data--the respondents' perception of influence processes Knowles used with individuals and organizations, facilitating and hindering behaviors Knowles used during their degree process with him, and the most significant contribution Knowles has made to the field of adult education.

The negative and positive comments were gleaned throughout the respondents' answers and expressions. They were not taken from the answers to any one particular question or questions.

The non-behavioral data came from respondents' wording of answers to questions I:1,3,4; and III:1,2,3,4 of the adapted schedule.

The behavioral data came from the respondents' wording of answers to questions I:2, II:1,2,3; III:1,2,3 of students' opinionaire; and III:5 of the professor's and other's opinionaire. There were two steps undertaken in the process of presenting the behavioral data according to George F. Aker's "Twenty-Three Essential Behaviors of Adult Educators" listed in Appendix C of this paper. In the first step, statements were condensed without eliminating the respondent's original meaning.

One illustration of this should suffice. One answer to the question "What do you see as Malcolm S. Knowles' most significant contribution(s) to the theory and practice of adult education?" was: "His history of the field is an expression of his expert and comprehensive knowledge of what is adult education." This statement was condensed into "The Adult Education Movement in the United States." This particular item was mentioned at least twenty-six times. Twenty of these were

grouped in one Aker behavior. The other six were distributed in five other Aker behaviors because of their particular emphasis.

Consequently, in the second step of categorizing the data in Aker's behaviors the researcher's understanding of what was being said entered into placing an item under any of the Aker behaviors.

The design of obtaining data about a contemporary for historical research was fraught with difficulties: (a) the logistics of finding, locating and contacting people from whom the data was sought; (b) the running battle concerning what is solid historical research--contemporary versus the study of continuing impact of an event, person or theory fifty years after the fact; and (c) the likelihood of a positive bias in those who assess a contemporary--those who are negative toward the subject are likely not to take the time to respond.

ONE RESULT FROM THE RESEARCH DESIGN

Some of the findings of this author's research on Malcolm S. Knowles are included to illustrate one result of this contemporary historical research design.

As one views the entrance into the field of adult education and prolific work of Malcolm S. Knowles relating to adult education, three elements appear to be of primary importance. First, only the activities and vocation which offered him the opportunity to pioneer and do what he perceived as socially useful could ultimately capture his efforts. The pioneer spirit was developed in his Montana boyhood, troutfishing days, and his exploratory talks with the family lawyer regarding the meaning

of life. He continued to explore those meanings through Boy Scout activities in Florida. At Harvard, Alfred North Whitehead offered a new idea that the aim of education was no longer to transmit culture but a way for man to keep from becoming obsolete in the midst of cultural change. With Jeremy Bentham and the Utilitarian's "best for the most people" Knowles was ready to be useful and pioneer in the new field of adult education. Eduard Lindeman's social vision and Alvin Johnson's encouragement to use social science to advance adult education were the final things that helped Knowles make his decision to be a professional adult educator.

In the Chicago YMCA he tested and put in the book Informal Adult Education the ingredients he perceived as necessary for good program planning. He also built a structure that twenty years later makes their adult education program second to none in the nation.

The most lasting contributions from his AEA days appears to be his theory on the field of operations in adult education. Knowles wrote his Ph. D. dissertation on that definition of the field. The 1960 Handbook which he edited carried the same theme and outline. That theory was also the standard outline for the 1970 Handbook of Adult Education, published by the AEA.

As Professor of Education at Boston University, in addition to regular teaching activities and program development based on his theories of maturation and the doctorate he pioneered efforts in three undeveloped areas in professional adult education: (1) Sub-specialty of competency development for laboratory trainers coupled with a sequence of learning

experiences in observation, co-training, training and consultation interns, to accomplish that; (2) evaluation of learning experiences and relationship to grades within a traditional educational setting with emphasis on self and mutual self-evaluation as contrasted with only the professor evaluating, and increasing the emphasis on recycling the process for self-diagnosing of learning needs, designing to meet those needs leading to one's rediagnosing his own learning needs in contrast with just evaluating what had happened; and (3) further development of new speculative theories of his own with emphasis on new experimental methodologies for implementing the theories. These theories included the teaching-learning teams in andragogy, contrast between adult and child learners; varying research techniques needed for sequential phases of emerging fields of social practice; and the launching of an adult educational process by means of a book on Higher Adult Education in the United States.

The spin-offs resulting from his work in the field of adult education included: Girl Scouts of America; YMCA of Canada and U. S.; Dr. Leonard Nadler; Dr. Theodore Austin and Hospital Administration; Dr. Donald Klein and his book on Community Mental Health; Dr. Eugene DuBois' undergraduate class; Dr. John Ohliger's graduate class at Ohio State University; Dr. Watson Dickerman's presentation of professional adult education; Mr. Clarence Thompson's speech to school counselors; the North Carolina State University, Department of Adult and Community College Education; the Career Development Institute, Ossining, New York; Data Education, Incorporated, Waltham, Massachusetts with its developing consultative practice in more than thirty organizations; "The Trainer's Guide to Andragogy" and the Social Rehabilitation Service of the

Department of Health, Education and Welfare, Washington, D. C.; Intensive Coronary Care Multimedia Learning System, ROCOM Division of Hoffman-LaRoche, Inc., Nutley, New Jersey; Adult Education Commission of the National Catholic Education Association and the Institute for Continuing Education, Archdiocese of Detroit; University of Missouri Extension Association; the role of his direct or indirect influence upon his son, Eric, and daughter, Barbara being involved in social science work; the eighteen dissertations completed at Boston University which tested or applied concepts of andragogy; and the additional nineteen dissertations in progress at Boston University that test or apply concepts of andragogy.

Despite all the problems connected with and negative response to the opinionaire asking 150 person's assessment of Knowles' contribution to the adult education field, some clear trends were detected which support the notion of his being a pioneer. The six Aker behaviors, according to the way this researcher categorized respondents' answers, that were most mentioned concerning Knowles were as follows:

- Assumes the initiative in developing a strong national perception of the importance and essentiality of adult education--mentioned forty-eight times.
- Identifies potential leaders and helps them develop their potentials and capacities--mentioned forty-two times.
- Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education--mentioned thirty-eight times.
- Arranges learning experiences so that the learners can integrate theory and practice--mentioned thirty-six times.
- Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or

interpersonal threat--mentioned thirty-one times.

- Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learners--mentioned twenty-nine times.

Even if one did not categorize the items mentioned according to Aker's behaviors, there were six clear indications of assessing Knowles contributions by the respondents. They are as follows:

- His own congruence as a model between theory and practice--mentioned thirty-one times.
- His theory of andragogy--mentioned twenty-two times.
- His book The Adult Education Movement in the United States--mentioned twenty times.
- His encouraging self-direction in learning--mentioned eighteen times.
- His high regard for human potential--mentioned eighteen times.
- His building an environment conducive to learning--mentioned seventeen times.

The second finding which builds upon Knowles' pioneering of prime importance in this study is that Eduard C. Lindeman's book The Meaning of Adult Education formed the central overall perspective, inspiration, influence and foundation for Knowles' contribution to the field of adult education. More specifically, it was the notion of organic centrality of man's development as well as the organic centrality of the development of a movement such as adult education which stemmed from Lindeman and the above mentioned book.

The third finding of prime importance in this study, which builds on the first two of pioneering and methodologically implementing the

organic vision of what adult education could become, is Knowles' social science research base in his adult education activities stemming from Alvin Johnson.

During his high school days in Florida, Knowles gained the conception of himself as an intellectually capable person. When Knowles read Johnson's The Clock of History he realized that adult education was a new field of social practice that could do much to help keep democracy and individualism alive. Knowles also realized from reading Johnson that adult education needed a lot of competent development and that it would be done by competent professional adult educators.

Knowles saw himself as capable of helping to develop the field and was stimulated by Johnson to choose to prepare himself and enter the field.

VALUES OF THIS KIND OF RESEARCH

The values of this kind of research are numerous. Some discovered by this researcher may or may not be entirely new.

1. It is possible to gain a sense of the texture of events as they are happening.

2. One acquires a view of the processes of a system and not just the output or results as is true with the study of history long after the fact.

3. The adult education practice of this researcher has been deeply influenced and positively shaped by the process and findings of this research.

4. It can provide an overview of the personal elements and

attributes of those persons and events which are an important part of the educational process and events.

5. It is a movement on the frontier of qualitative research which could aid the growth of the adult educational field.

6. It places one in touch with the flavor and richness of the context, the setting, the background and thinking of the person(s), making an effort to contribute to the growth of an emerging field of social practice.

7. Studies done on other adult education leaders, suggested earlier in this paper, could also aid toward the growth phases of adult education in definition of the field and technological refinement, as well as respectability and justification of adult education as a field worthy of respect.

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## APPENDIX A

### APPLIED BEHAVIORAL SCIENCE

### INTERVIEW SCHEDULE

Background information: This interview schedule represents a tentative step in the development of a multipurpose questionnaire assessing the role of various integral contributors to the theory and practice of planned change and the strategies of change and changing. The target population of the schedule are those persons who have made, added to, or clarified the science and practice of planned change. The data gathered from the interviews will be used to gain a better understanding of the development, present status, and the future directions of the field of change and changing.

This work is being undertaken by the members of a graduate seminar conducted by professors Robert Chin and Kenneth Benne of the Boston University Human Relations Center. It is part of a continuing interest in the foundations and development of the applied behavioral sciences. As an aid to "cognitive set" for the interviewee, may we suggest that we are interested both in how you describe the area (or a theory of change) and in how you view the role of the change agent in the process of change (or a theory of intervention or changing).

Overview of the Schedule:

1. YOU: your background, your development as an applied behavioral scientist (if you see yourself as one--you may wish to select the labels), the influences upon your thinking and practice, your assumptions, conceptual schemata, models, strategies, your relations to your parent discipline.

2. YOUR PERCEPTIONS REGARDING THE FIELD OF THE APPLIED BEHAVIORAL SCIENCES: ABS as a foundling, changing, developing field; major contributors to the field as a discipline; trends, past and present; critical incidents.

3. FUTURE DIRECTIONS OF THE APPLIED BEHAVIORAL SCIENCES:

I. Background of Interviewee

1. Please tell us about your background--your academic preparation, where, and in what positions you have worked--both as related to formal and informal development.

2. Could you trace the development of your ideas regarding planned change and changing? That is, the development of your ideas regarding applied behavioral science.

—Probe: Significant people who have influenced you.

—Probe: Shifts you have made—i.e., changing from one theory to another or such.

—Probe: At what point certain issues or problems came to your awareness.

3. What are some of the "tools of the trade" that you require as a practitioner?

—Probe: How would you describe your conceptual schema—including theoretical position and assumptions.

—Probe: Do any particular models seem to you to be more appropriate for applied behavioral science?

—Probe: How would you describe your "strategy" as a practitioner?

4. Can you tell us something about your theory of intervention—what do you see as the role of the change agent in a change program?

5. In the applied behavioral science field, with whom do you see yourself as most allied, and whom do you see yourself opposed or against? How do you characterize the differences between these two groups?

6. How do you relate your activities and beliefs as an applied behavioral scientist to your parent social science discipline?

7. We are interested in the place of values in the applied behavioral sciences. What are your views on this?

—What value systems do you think influence your activities as a theoretician and practitioner?

II. Interviewee's perceptions of the field of Applied Behavioral Science.

1. What do you see as the major significant contributions to the field of the applied behavioral sciences?

—Who, in your view, are the more significant persons?

—What particular social science disciplines or social science theoretical systems have been particularly helpful or impactful to the ABS?

—What has been the contribution of your parent discipline?

—What technologies or methodologies have been particularly significant?

2. What do you see as the major <u>developmental trends</u> of the field of Applied Behavioral Science?

—What are the more important historical trends—methods, theories, models?

—What are the more important current trends—methods, theories, models?

3. What methodologies and technologies in the area of planned change have fallen into disuse or disfavor that you think should be given another chance or revitalized?

III. Interviewee's perceptions of the future directions of the field.

1. What do you see as the future trends and directions for applied behavioral science?

—Technologies?? —Models??

2. What do you see as the future role and contributions of your social science discipline to the planned change field?

APPENDIX B

Name_____

Background Information: The central question of my inquiry is:

What are the contributions in theory and practice Malcolm S. Knowles has made to the emerging field of Adult Education?

The following questions are designed to gain your viewpoint concerning the above central question. Please answer the questions as briefly and clearly as possible.

I. To provide some sense of continuity and relationship between your foundation of education and Malcolm S. Knowles foundation of education the next four questions are asked.

1. Will you describe your background, and development as an educator (or adult educator), the influences upon your thinking and practice, your assumptions about learners and learning process, conceptual schemata, models, strategies, your relation to your parent discipline?

2. Describe your first contact, experience(s) with Malcolm S. Knowles as an adult educator. When? Where? In what regard?

3. How do you see Malcolm S. Knowles and you as being alike in educational philosophy and practice?

4. How do you see the difference between your and Malcolm S. Knowles' educational philosophy?

II. This section focuses on your view of Malcolm S. Knowles' influence on you as an individual and the field of Adult Education in general.

Definition of Terms: Influence - A persistent, shaping effect upon the thought and behavior of human beings, singly or collectively. Influence process - A relationship between persons or groups where one or the other party (or both) utilize some form of interpersonal (or intersystem) operation to induce the other to do, or feel or think that which the influencer believes is desirable.

1. Has Malcolm S. Knowles influenced your educational beliefs and/or practice?

Yes_____ No_____

2. If you answered "yes", describe and specify the most vivid experience(s) of the process by which Malcolm S. Knowles influenced you.

3. What do you see as Malcolm S. Knowles most significant contribution(s) to the theory and practice of Adult Education?

4-A

III. This section focuses upon Malcolm S. Knowles' influence upon an organization in which you have been associated.

Definition of term: Change Agent - A person or persons professionally qualified or otherwise organized to assist a person or system in the deliberate improvement for more satisfactory operation or adjustment.

1. Has Malcolm S. Knowles worked as a change agent (professor, consultant, trainer, administrator, project director) in an organization system(s) in which you have been or are involved?

Yes_____ No_____

2. If answer was "yes" please give name of organization and division.

NAME _____

DIVISION_____

3. Have there been changes in that organization that you could attribute to Malcolm S. Knowles' influence?

Yes_____ No_____

4. If answer was "yes", please describe.

5. What influence process(es) has Malcolm S. Knowles used to effect change in the organization with which you are or have been associated?

If there is something which you would like to share concerning Malcolm S. Knowles, which has not been covered by this questionnaire, please write on the back.

4-B

III. This section focuses upon Malcolm S. Knowles' influence on current and former students in the process of a degree program.

1. Have you finished a degree program with Malcolm S. Knowles?

Yes_____ No_____

2. What behaviors in Malcolm S. Knowles most aided in the process of your degree program?

3. What behaviors in Malcolm S. Knowles most hindered in the process of your degree program?

If there is something which you would like to share concerning Malcolm S. Knowles, which has not been covered by this questionnaire, please write on the back.

APPENDIX C

TWENTY-THREE ESSENTIAL BEHAVIORS

OF ADULT EDUCATORS*

by George F. Aker

1. He helps people control and adjust to change rather than to maintain the status quo.

2. Intelligently observes and listens to what is being said or done and uses this information to guide his responses.

3. Selects and uses teaching methods, materials and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the learners.

4. Helps his clientele acquire the ability for critical thinking.

5. Provides an atmosphere where adults are free to search, through trial and error, without fear of institutional or interpersonal threat.

6. Identifies potential leaders and helps them develop their potentials and capacities.

7. Makes use of existing values, beliefs, customs and attitudes as a starting point for educational activities.

8. Is actively involved in continuing study that will increase his professional competence.

9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.

10. Actively shares, participates and learns with the learners in the learning experience.

11. Helps adults actively to set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.

12. Identifies and interprets trends that have implications for adult education.

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*Aker, George F., "Criteria for Evaluating Graduate Programs in Adult Education," Findings of a Study Conducted for The Commission of Professors of Adult Education, The University of Chicago, Center for Continuing Education, Chicago, 3/11/63, pp. 12-13. (Mimeographed.)

13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.

14. Arranges learning experiences so that the learner can integrate theory and practice.

15. Is effective in building a teaching team among lay leaders and group members.

16. Uses the process of appraisal to evaluate programs and help clarify and change objectives.

17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.

18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teacher, parents and pre-adults to assist them in developing the motivation, attitudes, understanding and skills necessary for lifelong learning.

20. Objectively presents contrasting points of view.

21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.

22. Recognizes when the communication process is not functioning adequately or when it breaks down.

23. Identifies, critically evaluates and discusses scholarly work by investigators in adult education and related fields.